Conferencing Plans

Summary 2007 Writing Training
The Kentucky Department of Education

Facilitator: Dena Cole
Middle School Writing Consultant
(approximately 30 minutes)

Guiding Questions

- How effective is the conferencing plan in your school/classroom?

- How should conferencing sessions be designed?

How effective is the conferencing plan in your school/classroom?

703 KAR 5:010. Writing Portfolio Procedures Regulation

703 KAR 5:010. Writing Portfolio Procedures

✓ A writing conference should be directly linked to the skills being taught during instruction of the writing assignment.

✓ A writing conference shall be used as an instructional tool to support student learning of particular skills.

✓ A teacher may use individual, small group, or whole group conferencing sessions.

Regulation Continued

✓ A teacher and other conferencing partner shall limit a conference's focus to one(1) or two(2) areas of need, addressing patterns of errors or problems that occur frequently in an individual student's writing.

✓ A conferencing partner shall be familiar with the writing needs of the student and shall address the instructional needs of the student writer during conferencing but shall not take ownership of the student's writing process by requiring an arbitrary number of revisions.

Regulation Continued

✓ A teacher and other conferencing partners shall respect the individual student's preferences when encouraging revisions so that the student retains ownership

✓ A teacher or other conferencing partner shall indicate the type and position of error on student writing; however, a teacher and other conferencing partner shall not correct errors on papers that might be included in an accountability portfolio.

Key Components of Conferencing Plans

- School Writing Plan (conferencing plan)
- Conferencing Pals/ Partners (training)
- Time
- Forms (record keeping)

How effective in the conferencing plan in your school/classroom?

Administration Guidelines for Writing Instruction

Student Ownership

Administration Code

Teachers may indicate the position of errors (e.g., circle errors, highlight mistakes, put checks in margins of lines where errors occur) and ask students questions about errors.

Student Ownership

Examples of practices in <u>compliance</u>

Conferencing partners communicate with the teacher about revision and editing strategies used in the writing classroom before conferencing with students. The teacher documents training and conferencing sessions.

Student Ownership

Examples of <u>cautionary</u> practices

A trained conferencing partner is using conferencing strategies that are ethical but not appropriate for the student.

Student Ownership

Examples of practices that are in <u>violation</u> of regulations

A conferencing partner who has had no training suggests or makes direct corrections to student's paper. (703 KAR 5:080; 703 KAR 5:010)

How should conferencing sessions be designed?

Kentucky Writing Handbook

The Writing Process

"Conferencing partners should be available to help students at all stages of the writing process, whenever they may need it – during the focusing stage, prewriting, drafting, etc."

Conferencing/Responding to Student Work

The Focus

Reflection

Kentucky Writing Handbook, Part 1
Chapter 15
Media, Print and Online Resources

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